

**Consolidated State Performance Report  
State Agency Title I, Part D Facilities (Subpart 2)  
Neglected/Delinquent Program**

The Consolidated State Performance Report contains annual performance requirements for the Title I, Part D, Subpart 2, Neglected/Delinquent Educational program for school year 2021-22, defined as July 1, 2021, through June 30, 2022.

General instructions for Title I, Part D, Subpart 2:

- Report information on the facilities receiving Title I, Part D, Subpart 2 funding during the reporting year.
- Report information on the number of neglected/delinquent students receiving Title I, Part D, Subpart 2 services during the reporting year.
- Indicate zero (0) when indicating students not served.
- Do not use zero to indicate missing data or data not collected.
- Leave blank fields for uncollected or missing data.

Specific instructions for Title I, Part D, Subpart 2:

**Name, Region, County, District, Type, Schools (RCDTS), and Address of Facility**

Provide the name, records, and address of the facility.

**2.4.2.1 PROGRAMS AND FACILITIES**

Indicate program type.

**Average Length of Stay in Days:** The average length of stay includes the number of days, per visit, each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits can be included for students who entered more than once during the reporting year. The average length of stay must not exceed 365 days.

**2.4.2.2 STUDENTS SERVED**

Indicate the number of students served in each demographic area by serving program.

**Total Unduplicated Students Served:** Count each student once, even if the student was admitted to a facility or program more than once within the reporting year.

**Long-term Students Served:** These are students enrolled in the program for 90 or more consecutive calendar days. Adding or including multiple admissions together for a sum of 90 days is not permissible.

**Students with Disabilities (Individuals with Disabilities Education Act):** These are students identified as having disabilities should follow the same classification as provided in the Individuals with Disabilities Education Act (IDEA). This includes students (based on the classifications) who receive special education and related services under IDEA according to an Individualized Education Program, Individualized Family Service Plan, or service plan.

**Limited English Proficient (LEP) Students:** Students identified by the state definition of LEP in coordination with Title IX of the Elementary and Secondary Education Act.

Note: If applicable, students may be identified as both — disability and LEP.

Note: The total unduplicated students served count (reported in table 2.4.2.2) should be equal to the subtotals of each demographic category. For example, if the total unduplicated students served equals 120 students, then the race/ethnicity, gender, and age totals should each equal 120.

**2.4.2.3.1 TRANSITION SERVICES**

Transition services are described as supports and resources that promote effective practices across multiple domains which impact a student's successful return to the community. This measure refers to transition services that promote continued education or job training and employment.

Is this facility permitted to collect data on student outcomes after exit?

Check *yes* or *no*. This data interprets subsequent data reported under academic outcomes.

Number of students receiving transition services that address continued education and/ or employment.

Provide comments, if applicable.

### 2.4.2.3.2 ACADEMIC OUTCOMES

Academic outcomes guidelines:

- No minimum length of stay requirements.
- Unduplicated count of students with multiple admissions should be counted once.
- The same student may attain more than one outcome. For example, the same student enrolled in their local district school and earned high school course credit. Both outcomes may be counted.
- Counts should reflect actual (not anticipated) outcomes.
- Data is not restricted to the student's most recent enrollment. All outcomes achieved over multiple enrollment periods must be included.

90 days after exit: Time period up to 90 days after the student is released from the facility or program. Exiting does not refer to transferring to another facility within the juvenile justice or child welfare system.

The 90-day period does not require programs to track children and youth for a full 90 days after exit. Programs may provide transition data in which students achieve outcomes after exiting. Programs may report achievement outcomes before the 90-day period, if the student exits.

### 2.4.2.6 ACADEMIC PERFORMANCE

The academic performance tables (2.4.2.6.1 and 2.4.2.6.2) provide reporting of long-term students' academic progress in reading and math while participating in Title I, Part D facilities and programs. This includes students enrolled in a program for 90 or more consecutive calendar days. This number must not exceed the number of long-term students reported in Section 2.4.2.2.

Note: Students entering a facility or program before the current reporting year may be included in the report, if enrolled 90 or more consecutive calendar days and partial enrollment was during the reporting period (July 1, 2021 - June 30, 2022).

The academic performance sections must reflect an unduplicated count of students. Adding multiple visits together to obtain a 90-day enrollment is not permissible. If students take more than one post-test, report the most recent test result.

Assessments used for the collection of academic performance data must include a pre- and post-test. Standardized assessments are generally administered once a year and not appropriate for measuring student progress while in the program.

Scores must be converted to grade-level equivalencies.

Report results of the most recent 90-day post-test.

Please return to: **Illinois State Board of Education**  
Title Grant Administration  
100 North First Street, S-284  
Springfield, IL 62777-0001  
(217) 785-1969  
[title@isbe.net](mailto:title@isbe.net)

**ILLINOIS STATE BOARD OF EDUCATION**

Title Grant Administration  
100 North First Street, S-284  
Springfield, IL 62777-0001

NAME OF FACILITY	FACILITY RCDTS
ADDRESS (Street, City, State, ZIP Code)	

**Consolidated State Performance Report: TITLE I, PART D FACILITIES (Subpart 2)  
School Year 2021-2022**

<b>2.4.2.1 Programs and Facilities</b>			<b>2.4.2.2 Students Served (Continued)</b>				
Check only one:		Average Length of Stay in Days	<b>Age</b>	<b>Neglected Program</b>		<b>Delinquent Program</b>	
<input type="checkbox"/> Neglected Program		_____	19				
<input type="checkbox"/> Delinquent Program		_____	20				
<b>2.4.2.2 Students Served</b>			21				
<b>Number of Students Served</b>	<b>Neglected Program</b>	<b>Delinquent Program</b>	<b>2.4.2.3.1 Transition Services</b>				
Total Unduplicated Students Served			<b>Student Subgroups</b>	<b>Neglected Program</b>		<b>Delinquent Program</b>	
Long-Term Students Served			Is the facility permitted to collect data on student outcomes after exit? If no, explain below.	<input type="checkbox"/> Yes		<input type="checkbox"/> Yes	
<b>Student Subgroups</b>				<input type="checkbox"/> No		<input type="checkbox"/> No	
Students with disabilities (IDEA)			Number of students receiving transition services that address continued education and/or employment.				
LEP Students			Comments:				
<b>Race/Ethnicity</b>	<b>Neglected Program</b>	<b>Delinquent Program</b>					
American Indian or Alaska Native							
Asian							
Black or African American							
Hispanic or Latino							
Native Hawaiian or Other Pacific Islander							
White							
Two or more races							
<b>Gender</b>	<b>Neglected Program</b>	<b>Delinquent Program</b>					
Male							
Female							
<b>Age</b>	<b>Neglected Program</b>	<b>Delinquent Program</b>	<b>2.4.2.3.2 Academic Outcomes</b>				
3 through 5			<b># of Students Who</b>	<b>Neglected Program</b>		<b>Delinquent Program</b>	
6				In Facility	90 days after exit	In Facility	90 days after exit
7			Enrolled in their local district school				
8			Earned high school course credit				
9			Enrolled in a GED program				
10			Earned a GED				
11			Obtained high school diploma				
12			Accepted and/or enrolled into postsecondary education				
13			Enrolled in job training courses/programs				
14			Obtained employment				
15							
16							
17							
18							

2.4.2.6.1 Academic Performance in Reading			2.4.2.6.2 Academic Performance in Math		
Performance Data (Based on most recent pre/post-test data)	Neglected Program	Delinquent Program	Performance Data (Based on most recent pre/post-test data)	Neglected Program	Delinquent Program
1. Long-term students who tested below grade level upon entry			1. Long-term students who tested below grade level upon entry		
2. Long-term students who have completed pre- and post-test results (data)			2. Long-term students who have completed pre- and post-test results (data)		
Of the students reported in row 2 above, indicate the number who showed:			Of the students reported in row 2 above, indicate the number who showed:		
Performance Data (Based on most recent pre/post-test data)	Neglected Program	Delinquent Program	Performance Data (Based on most recent pre/post-test data)	Neglected Program	Delinquent Program
3. Negative grade level change from the pre-to post-test exams			3. Negative grade level change from the pre-to post-test exams		
4. No change in grade level from the pre- to post-test exams			4. No change in grade level from the pre- to post-test exams		
5. Improvement up to one full grade level from the pre- to post-test exams			5. Improvement up to one full grade level from the pre- to post-test exams		
6. Improvement of more than one full grade level from the pre- to post-test exams			6. Improvement of more than one full grade level from the pre- to post-test exams		